

# Texas Education Agency Standard Application System (SAS)

## 2017–2018 Perkins Reserve Grant

<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2017 OCT 26 PM 1:27</div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Lyford CISD	245902		
Vendor ID #	ESC Region #		
74-6001648	One		
Mailing address	City	State	ZIP Code
PO 220	Lyford	TX	78569

#### Primary Contact

First name	M.I.	Last name	Title
Kristin	N	Brown	C&I Director
Telephone #	Email address		FAX #
956-347-3903	<a href="mailto:kristin.brown@lyfordcisd.net">kristin.brown@lyfordcisd.net</a>		956-347-3920

#### Secondary Contact

First name	M.I.	Last name	Title
Roxanna		Gonzales	CTE Coordinator
Telephone #	Email address		FAX #
956-347-3909	<a href="mailto:roxanna.gonzales@lyfordcisd.net">roxanna.gonzales@lyfordcisd.net</a>		956-347-5034

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Eduardo		Infante	Superintendent
Telephone #	Email address		FAX #
956-347-3900	<a href="mailto:eduardo.infante@lyfordcisd.net">eduardo.infante@lyfordcisd.net</a>		956-347-5588

Signature (blue ink preferred)

Date signed



October 24, 2017

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
---	---	--

No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Lyford CISD has a need to provide students with two methods to increase their opportunities to obtain employment after high school graduation. It is the intent of the district to provide students with the skills and abilities that will lead them to earning above the Texas median wage as described in the Texas Career Check website for the Lower Rio Grande Valley. This program will assist in preparing the instructor to provide a high quality rigorous program of study through instructor level training and increase the opportunities for students to earn certifications within the pathway. In addition to aligning these goals to the 60x30TX Higher Education Plan by providing marketable skills to students, the goals are aligned to the campus and district goals of increasing the number of students who are college and career ready by graduation.

The first method is to provide students with the opportunity in Law, Public Safety, Corrections and Security. Based on the Texas Career Check website, there exists multiple needs for law enforcement related employees (3755 annual openings). The needs in order of rank are: police, sheriff patrol officers, detectives and criminal investigators and lawyers. Currently, the district has recruited a local constable who obtained teacher certification; however, he does not possess the credentials to provide the opportunity for students to be certified in CPR/First Aid, 911 Dispatch – Emergency Telecommunicator, Security Officer I or Security Officer II. Although these are not the required certifications for police, sheriff patrol officers, detectives and criminal investigators and lawyers, based on information obtained through the local police department and an assistant district attorney, the CTE coherent sequence of courses and these certifications are entry ways into the police, sheriff patrol officers, detectives and criminal investigators and lawyer careers that are designated as a local need.

The second opportunity that will be provided to students is in the pathway of Information Technology. Currently, the district provides students the opportunities to obtain certifications in C-Tech Cabling Specialist for Copper, Leviton Copper Networking Certificate, Computer Programming IA and Computer Program IB C++. Although these certifications have been beneficial to students, the Texas Career Check website indicates that there is a local need of 4755 workers annually in the area of computer system analysts and computer user support specialists. This coherent sequence of courses may be expanded through teacher professional development, extensions of current student certifications and identifying, developing and utilizing an updated curriculum to meet the needs of the local industry. It is the intention of the district to extend the certification opportunities by offering Comp TIA A plus certification and Microsoft Technology Associate through Certiport in addition to the certifications that currently exist. Through the district advisory team, a local internet provider indicates that the need in these areas extends throughout the region and grows each year.

The local industry needs as described above have been determined, as not only necessary for the local workforce but also through input of industry specialists, to be beneficial to our students to ensure that students are able earn above median wage as outlined by the Texas Career Check website. It is the intent of the district to provide staff development for teachers to ensure they are able to teach a rigorous curriculum, ensure that teachers meet the qualifications to certify students in industry based careers and provide quality resources to teachers and students to ensure that students are adequately prepared to take and pass industry examinations prior to high school graduation.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The budget for this grant was developed utilizing the local needs assessment. The funds requested are based on the needs of the curriculum, the number of certifications projected for the next 3 years and the instructor certification requirements. The funding requested will be used to supplement the program and will not be used to supplant.

Based on the 2016-2017 PEIMS data, Lyford High School has 465 students enrolled. For this campus, 5% are LEP, 83% are Economically Disadvantaged, 10% Special Education, 62% At-Risk and 97% Hispanic. The district and campus recognize the importance of career and technical education and this is represented by the CTE enrollment of 98.92%.

The needs assessment was a collaborative effort by the local technical college, local industry representatives, the workforce productivity reports, students, teachers, administrators and board members. The district utilizes a continuous improvement model that includes each campus presenting current teacher trainings, course offerings and student products to representatives through an advisory board twice per year. This board provides insights for program enhancement, development of new programs and reviews the authenticity of classroom activities as they relate to industry standards. As a result of the development of this application, the district acknowledges the need to increase the participation from industry representatives based on the 25 occupations listed on the Texas Career Check website.

The management of this program will be a collaborative effort through local industry partners, the district curriculum office, special programs coordinator, campus administration and the teacher. The management plan will begin with a review of the program goals and discussion of activities as outlined in the grant. In addition, the management team will utilize the developed timeline for implementation and meet every six weeks to review progress and determine the successes of the grant implementation. The management team will provide updates to the superintendent after each meeting to ensure that the grant requirements are being met and all activities are being implemented with fidelity.

The district will utilize the goals and timeline to evaluate the program. Data will be collected and utilized in the area of teacher completion of training(s), curriculum documents developed based on professional development and the number of students who are successfully completing the industry certifications and/or completing coursework as it aligns to the goals of the grant. The evaluation will not only meet the requirements as outlined by grant expectations but will also be demonstrated through available state and local accountability measures.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 245902			Amendment # (for amendments only):			
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018			Fund code: 244			
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$2625	\$131	\$2756	\$25000
Schedule #8	Professional and Contracted Services (6200)	6200	\$9000	\$450	\$9450	\$2000
Schedule #9	Supplies and Materials (6300)	6300	\$28000	\$1400	\$29400	\$2000
Schedule #10	Other Operating Costs (6400)	6400	\$4000	\$200	\$4200	\$1500
Schedule #11	Capital Outlay (6600)	6600	\$25600	\$1280	\$26880	\$2000
Grand total of budgeted costs (add all entries in each column):			<b>\$69225</b>	<b>\$3461</b>	<b>\$72686</b>	<b>\$32,500</b>
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$69225	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3461	

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<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 245902			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide	0	0	0	0
3	Tutor	0	0	0	0
<b>Program Management and Administration</b>					
4	Project director	0	0	0	0
5	Project coordinator	0	0	0	0
6	Teacher facilitator	0	0	0	0
7	Teacher supervisor	0	0	0	0
8	Secretary/administrative assistant	0	0	0	0
9	Data entry clerk	0	0	0	0
10	Grant accountant/bookkeeper	0	0	0	0
11	Evaluator/evaluation specialist	0	0	0	0
<b>Auxiliary</b>					
12	Counselor	0	0	0	0
13	Social worker	0	0	0	0
14	Community liaison/parent coordinator	0	0	0	0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title	0	0	0	0
22	Title	0	0	0	0
23	Title	0	0	0	0
24	Subtotal employee costs:			\$0	\$ 0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$0	\$
26	6119	Professional staff extra-duty pay		\$2500	\$25000
27	6121	Support staff extra-duty pay		\$0	\$
28	6140	Employee benefits		\$125	\$
29	61XX	Tuition remission (IHEs only)		\$0	\$
30	Subtotal substitute, extra-duty, benefits costs			\$2625	25000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2625	\$25000

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-district number or vendor ID: 245902		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>Professional and Contracted Services</b>			
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>	<b>Match</b>
1	Teacher Training: Curriculum Writing	\$3000	\$1000
2	Teacher Training: Curriculum Design and Development Training	\$3000	\$1000
3	Teacher Training: Resource Alignment and Assessment	\$3000	\$1000
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
<b>b. Subtotal of professional and contracted services:</b>		<b>\$0</b>	<b>0</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$9000</b>	<b>\$3000</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$9000</b>	<b>\$3000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 245902

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$28,000	\$1500
<b>Grand total:</b>		\$28,000	\$1500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 245902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$4000	\$1650
<b>Grand total:</b>		<b>\$4000</b>	<b>\$1650</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 245902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	\$0
<b>66XX—Computing Devices, capitalized</b>					
2	Certification Testing Lab	25	\$960	\$24000	\$2000
3	Certification Lab Cart	1	\$1600	\$1600	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$0	\$0	\$0
22			\$0	\$0	\$0
23			\$0	\$0	\$0
24			\$0	\$0	\$0
25			\$0	\$0	\$0
26			\$0	\$0	\$0
27			\$0	\$0	\$0
28			\$0	\$0	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$25,600	\$2000
<b>Grand total:</b>				<b>\$25,600</b>	<b>\$2000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	156	80.4%	
Limited English proficient (LEP)	4	2.1%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	2	100%	
6-10 Years Exp.	0	0%	
11-20 Years Exp.	0	0%	
20+ Years Exp.	0	0%	
No degree	0	0%	
Bachelor's Degree	1	50%	The other teacher has an Associate's Degree
Master's Degree	0	0%	
Doctorate	0	0%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										20	48	64	62	194

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	2	2	2	2

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lyford CISD has one high school and will serve this campus through this grant. The enrollment at Lyford High School is currently 463 students. Enrollment in the two pathways being serviced will be 194 students which accounts for 42% of the overall student population.

The district is located in Willacy County which is in the Lower Rio Grande Valley portion of the state. According to the U.S. Census in 2016 Willacy County had a population of 21,810 people. Of this population, 30% are school age children. In addition, the female population of Willacy County is 44.9%. Furthermore, only 62.9% of persons over the age of 25 have a high school diploma and only 8% have a bachelor's degree. Finally, the median household income is \$26,495.

This data signifies that the district has the potential to impact the local area in the following ways:

- Based on the federal PBMAS Nontraditional careers lists, there is a need to increase the number of female students taking and completing courses in Information Technology and Law Public Safety, Corrections and Security. The county population indicates that 44.9% of the population is female which indicates there are students who may be impacted by intentional recruitment into these programs.
- The median income for the county is currently \$26,495 which is \$8,055 less than the Texas median wage of \$34,550. The outcomes of this project include preparing students to either directly enter the workforce or prepare them with a foundation of knowledge to enter post-secondary enrollment that will take them further in their careers. Through earning an identified certification and/or extending their learning into post-secondary education, students have the potential to earn between \$58,712 and \$143,487 which is at least \$32,217 more than the current median.

The needs assessment process began with a study of the Texas Career Check website, a review of TEA Industry Certifications and a review of current enrollment in the seven pathways that Lyford High School offers to students. The data indicated that of the 7 pathways (Agriculture, Food and Natural Resources, Arts, Audio/Video Technology and Communications, Business Management and Administration, Information Technology, Law Public Safety, Corrections and Security, STEM and Transportation, Distribution and Logistics) offered at Lyford High School there were two pathways that offered multiple certifications in areas of need that could be extended for our students (Law Public Safety, Corrections and Security and Information Technology).

In addition to the Texas Career Check website and the TEA Industry Certification list, the district reviewed the Perkins Program Review for the last three years to determine the patterns of certifications being offered and earned. This data indicated that although there were certifications in Information Technology offered and earned, there existed a need for the pathway, curriculum and courses to be modified in order for the district to produce graduates that would fill the need of the local industry. In this pathway, the teacher has been employed for four years and has made great strides in building the program from an enrollment of less than 10 to an enrollment of 68 which accounts for 15% of the overall enrollment of the campus. It is the intention of the administration to utilize this grant to increase that number to at least 20% by offering extended courses and additional certifications for students graduating from high school.

Although the Law Public Safety, Corrections and Security pathway has been successful over the last four years, the campus teacher who started the program left the district at the end of the last school year. The district recruited a local constable who has entered an Alternative Certification Program and has begun the process for training this teacher in curriculum, instructional strategies and pedagogy. Since the teacher is a first-year teacher, he will be required to attend industry based certification trainings to provide opportunities for students to become certified. This is a great opportunity for the district to add two additional certifications (Security Officer I and Security Officer II) to the CPR/First Aid and 911 Dispatch certificates currently being offered.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the number of females entering the Information Technology and Law Public Safety, Corrections and Security pathways.	The grant program will develop recruitment tools and meet with female students and parents to provide additional information related to the career goals, available certifications. In addition, the CTE Coordinator will collaborate with the campus counselors and teachers to develop procedures to ensure that female students are provided supports for the completion of the Information Technology and Law Public Safety, Corrections and Security pathways.
2.	Increase the number of students completing certificates in Information Technology and Law Public Safety, Corrections and Security.	The grant program will address this need by providing teacher training, increasing resources available to students to prepare for certifications, update software and hardware resources to allow for online certification practice, review and assessment (as available) and implement a timeline for testing through a local assessment calendar.
3.	Increase the capacity of the teachers in Information Technology and Law Public Safety, Corrections and Security to extend the number of certifications offered to students annually.	The grant program will provide teachers the opportunity to attend training that will prepare them to deliver the certification curriculum, develop assessments aligned to the certification exams and prepare students to be successful on the certification exam. This training will be nationally recognized training that is aligned to the Texas Career Check identified careers.
4.	Align program curriculum, instruction and local assessments to the industry certifications.	The district and campus administration will work closely with the identified teachers to develop curriculum and assessments. This curriculum and assessment information will be documented in an electronically accessible format and will be fully developed by the end of the grant project.
5.	Develop and implement a process to better engage students and parents in the pathway selection process and provide supports in understanding the benefits of certifications.	The district and campus administration will work with campus counselors at the middle school and high school level to develop student and parent resources that will better inform parents. In addition, a timeline for student and parent engagement will be developed from grades 7 – 12. Parents meetings will be held at least twice per year. Student meetings will be held at least three times per year.

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Schedule #14—Management Plan				
County-district number or vendor ID: 245902			Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Director of Curriculum and Instruction	At least ten years of education experience. At least 5 years of campus administration experience. Certification must include: Texas Teacher and Campus Administrator.		
2.	Special Programs Coordinator	At least ten years of education experience. At least 5 years of campus administration experience. Certification must include: Texas Teacher and Campus Administrator.		
3.	HS Principal	At least ten years of education experience. At least 5 years of campus administration experience. Certification must include: Texas Teacher and Campus Administrator.		
4.	CTE Coordinator	At least 3 years of campus administration experience. Certification must include: Texas Teacher.		
5.	CTE Teacher	Teacher Certification		
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of females entering identified pathways.	1. Develop recruitment tools	11/17/2017	1/15/2018
		2. Schedule collaboration meetings	11/17/2017	1/15/2018
		3. Meet with female students	1/15/2018	4/6/2018
		4. Meet with parents	1/15/2018	4/6/2018
		5. Enroll female students for the 18-19 school year	1/15/2018	4/6/2018
2.	Increase the number of students completing certifications.	1. Provide teacher training	12/1/2017	5/30/2018
		2. Establish testing calendar	11/17/2017	1/15/2018
		3. Provide tutorials to students	1/15/2018	6/8/2018
		4. Establish mobile testing lab	11/17/2017	1/15/2018
		5. Assess students	1/15/2018	6/8/2018
3.	Increase the capacity of teachers related to certification offerings.	1. Collaborate with ESC CTE Coordinator	11/17/2017	08/31/2018
		2. Develop training timeline for teachers	11/17/2017	1/15/2018
		3. Train teachers on certifications	11/17/2017	6/8/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Develop an aligned curriculum with assessments related to identified certifications.	1. Identify curriculum framework	11/17/2017	1/15/2018
		2. Train teachers on curriculum writing	11/17/2017	1/15/2018
		3. Provide teachers with time to write curriculum	11/17/2017	08/31/2018
		4. Provide teachers with time to write assessments	11/17/2017	08/31/2018
		5. Identify/Utilize electronic curriculum framework	11/17/2017	08/31/2018
5.	Develop and implement a parent and student engagement plan.	1. Meet with MS and HS counselors	11/17/2017	1/15/2018
		2. Develop a parent and student engagement plan	11/17/2017	1/15/2018
		3. Develop information session materials	11/17/2017	1/15/2018
		4. Schedule /host two parent sessions	1/15/2018	5/30/2018
		5. Schedule/host at least 3 student sessions	1/15/2018	5/30/2018
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>				
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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilizes a continuous improvement process as it relates to goals and objectives. Currently the district utilizes the TAIS process for data analysis and goal setting as it relates to federal and state compliance. In addition, the district utilizes campus and district improvement plans for planning and assessing progress towards meeting the established goals.

Locally the district coordinates meetings for counselors, the CTE Director, principals, assistant principals and central office administration to review progress of goals. The superintendent meets with the campus leadership teams three times per year to review and discuss progress. During these sessions, the superintendent reviews student data, teacher walkthrough data, progress towards goals and adjustments of activities needed to meet goals.

At the campus level, each campus meets with the SBDM at least three times per year to review and adjust activities related to the campus goals. In addition, each campus has a campus leadership team that meets with the campus administration and reviews the recommendations of the SBDM and adjust programming as needed. The campus leadership team meets with teachers and staff to review changes in the programmatic activities and goals.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently the district has engaged in a process to determine the effectiveness of programs in place, modify the curriculum and content in each subject area and secure an electronic method to ensure that all stakeholders within the district have equitable access to the curriculum provided. Within the career and technical education area, the district has established a plan to review the content of each course, align the content to the TEKS and update content that is "out of date" according to the standards on the TEA website.

This grant application will not only build upon the current work of the district, it will extend the work further to include the levels of certifications, planning for student enrollment, increasing student achievement on certification exams and increasing the teacher's capacity to instruct.

It is the intention of the district to utilize this grant to establish a model to be replicated in other pathways within the district.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Engagement: Sign In Sheets, Event Calendars, Enrollment All students/gender	1.	Student participation at scheduled activities
		2.	End of Year student surveys
		3.	Student Enrollment in Courses for 2018-2019 school year
2.	Student Certifications: Sign In Sheets, Course Enrollment - All students/gender	1.	Student participation at scheduled activities
		2.	Number of students earning certifications
		3.	Number of students completing pathway
3.	Parents: Sign in Sheets, Event Calendars, Student Enrollment in Courses	1.	Parent participation at scheduled activities
		2.	End of Year parent surveys
		3.	Student Enrollment in Courses for 2018-2019 school year
4.	Teacher Capacity: Sign-In Sheets, Certificates of Completion, Walk throughs	1.	Teacher completion of assigned trainings.
		2.	Teacher certifications
		3.	End of Year teacher surveys
5.	Program Curriculum and Alignment: Curriculum materials and resources	1.	Development of curriculum for each course in pathway
		2.	Assessment calendar and alignment to TEKS
		3.	Number of students earning certifications

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district curriculum office will be responsible for overseeing the grant implementation. The Curriculum and Instruction Director along with the Special Programs Coordinator will work collaboratively with the campus administration and teachers to ensure that all program goals are met and all activities are completed by the established timeline.

The C&I Director will meet with the campus principal once a month to review the progress, assess data collection and determine next steps. The Special Programs Coordinator will meet with the campus CTE Director and teachers once every two weeks to review progress and prepare reports for the district administration. The Superintendent will meet with all parties at least twice during the grant process to review progress.

Data collected throughout the project will be through artifacts (i.e. calendars of events, sign in sheets for parents and students, counselor logs and schedules, etc.). In addition, the district will deploy an end of the year survey to assess the satisfaction of parents and students who participated in the identified pathways and will collaborate with the campus to modify and adjust the programs over the summer. Data will be reviewed after each activity to determine if the activity should be repeated to generate additional participation or if adjustments are required for better implementation.

The campus and district will collect student data for course enrollment in 2017-2018 and 2018-2019, the number of students who complete an identified certification (by grade, gender and ethnicity) and will look at student progress to graduation and readiness for post-secondary enrollment.

Throughout the project any potential risks will be addressed immediately through collaboration and planning. All parties will be equal partners in the delivery of services and will participate in the revision of the plan based on data. The Curriculum and Instruction Director will be the person responsible for ensuring all data is collected, analyzed and project activities are adjusted accordingly.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

This project is designed to increase the number of students who are obtaining certifications to enter the workforce after high school graduation, extend their professional learning through technical or vocational programs or enter Institutes of Higher Education. It is the intention of the district to build the capacity of teachers in the area of Law, Public Safety, Corrections and Security and Information technology to ensure that students who are graduating from high school are prepared for further programs or to enter the workforce.

The project staff reviewed the Texas Career Check website to determine high need areas and the workforce website to determine which jobs were growing in availability for students graduating between 2018 and 2024. The determination made is shown below.

According to the Texas Career Check website the Lower Rio Grande Valley shows a need in the areas of:

1. Police and Sheriff Patrol Officers
2. Detective and Criminal Investigators
3. Lawyers
4. Computer System Analyst
5. Computer User Support Specialist

Additionally, according to the 2016 Target Occupation List for the Lower Rio Grande Valley the following is projected in our area by the year 2024:

- There will be an increase in job availability in
  - Computer User Support Specialists
  - Computer Network Support Specialists
  - Correctional Officers and Jailers
  - Police and Sheriff's Officers

Both sources indicate that this project is on target for preparing students to fill future jobs as well as ensuring that students are able to earn a livable wage.

It is the intention of the district to utilize the TEA approved Career and Technical Education Pathways in Law, Public Safety, Corrections and Security and the Information Technology Pathways to address the needs of these career pathways. Although these programs currently exist within the district, there exists a need to extend the opportunities for students receiving certifications in these areas, collaborate further with local industry representatives and develop the capacity of our teachers to deliver high quality rigorous curriculum that will address the needs of our students and our community.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The district sequence of courses is as follows:

Professional Communications  
Principles of Information Technology  
Computer Maintenance  
Telecommunications and Networking

Lyford CISD is in Willacy County however, there are no Institutes of Higher Education in Willacy County. There is however a technical college approximately 20 miles from the district that is a partner through dual enrollment and STEM. Through the planning process of this grant, the district met an administrator from the college and reviewed the Lyford High School CTE programs along with the TSTC technical programs to look for further partnerships. During this discussion, it was determined that there are opportunities in the following areas for students to extend their learning into post-secondary access.

- Computer Maintenance Technology
- Computer Maintenance Technician

It is the intention of the district to further explore and expand the student opportunities in this area through the dual enrollment program at TSTC. This would allow for the students to not only obtain an industry certification prior to graduation but also graduate from high school with college credit that can be used towards an associate's degree in applied science.

Through the recent developments in our partnership with TSTC, the district and campus will further explore an expanded pathway to ensure that there is an alignment between the local courses at Lyford High School, the industry needs and the local technical college.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The table below was built as a demonstration of the new crosswalk being developed with the local technical college. This crosswalk indicates the four high school level courses that would match the associates degree and certification requirements. As noted earlier, the discussions and planning for the began with the planning meetings that occurred with the local administration from the technical college.

	High School Graduation Requirement	Associate's Degree Requirement	Certification Requirement
Computer Systems Maintenance	X	X	X
Intermediate PC Operating Systems	X	X	X
Personal Computer Help Desk Support	X	X	X
Computer System Troubleshooting	X	X	X
Industry Certification Preparation		X	
Implementing and Supporting Servers		X	
Electronic and Computer Skills		X	
Computer Networking Technology		X	
Computer System Peripherals		X	
Home Technology Integration		X	
Fundamentals of Information Security		X	
Computer Integration		X	
English III (Comp I)*	X	X	
Fine Arts	X	X	
General Elective	X	X	
Behavior Science Elective		X	

\*Indicates course is currently available for dual enrollment at Lyford High School

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Cameron County District Attorney  
 Lyford CISD  
 Lyford CISD Police Department  
 Lyford High School  
 Region One Education Service Center  
 Texas State Technical College  
 Willacy County District Attorney  
 Willacy County Sheriff's Department

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The local police department has agreed to partner with the campus to identify key elements for curriculum that are essential to the success of a student after high school graduation. Through this partnership, the campus administration and teachers will collaboratively develop applicable lessons, review curriculum documents and develop assessments that are aligned to the certification exams.

The local police department in conjunction with other partnership (i.e. the local sheriff's office, district attorney's office, etc.) will be invited to attend curriculum writing sessions, conduct walk throughs to review content taught in the course, participate in locally offered professional development as well as interact with students through demonstrations and presentations related to content they are learning in class.

These scheduled meetings will happen at least once every three weeks. The teacher and CTE Coordinator will meet with the industry partners at least once per six weeks. These times and dates will be agreed upon by all parties and will be hosted at alternating sites to allow maximum participation.

After the teacher completes training and the program is eligible to offer all certifications, the campus administration and the teacher will meet with the industry partners to review test requirements and discuss the application of classroom content to further extend opportunities for learning.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

As previously outlined, the district has focused this application on two of the seven pathways offered at Lyford High School. These two pathways are currently being taught by the newest staff members who have the highest need for assistance and program development.

The district has engaged in a similar process of curriculum evaluation and alignment based on the Texas Career Check website data, the local workforce data and the identified needs of local industry partners. It is the intention of the district to complete the evaluation, development and certification process for each of the other five pathways offered to ensure that all students, regardless of the career pathway they are in, will receive high quality rigorous instruction and have the opportunity to not only graduate from high school but to graduate with an industry certification and be prepared to extend their CTE knowledge into a college level certificate program, an associate's degree and then a bachelor's degree.

This process will be included in the annual campus and district improvement plan development and will be added to the district calendar of events for students and parents.

In addition, the work that will be done with counselors will become an annual meeting/planning event and will be applied to all pathways. In regards to the student events, every student will continue to receive applicable information for all pathways. These information sessions will be part of pre-registration and will be incorporated into the district counselors scope and sequence of sessions and topics addressed at the middle school and high school campuses.

The parent information sessions will be addressed at open house events, through pre-registration and will become part of the district curriculum for parental involvement.

Each pathway will be fully developed to ensure that all information for parents, students, staff, community and industry partners is the latest information available and will be offered in English and Spanish.

The district has the administrative structure in place to ensure that this process can be replicated regardless of the pathway being addressed.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 245902

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

N/A

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By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 245902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 245902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including <b>high school equivalency</b> (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 245902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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